

INSPECTION REPORT

Yealmpton Primary School

Yealmpton

LEA area: Devon

Unique reference number: 113268

Headteacher: Mrs Christine Deykin

Reporting inspector: Mrs Rowena Onions
18354

Dates of inspection: 4th – 7th December 2000

Inspection number: 188893

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Stray Park Yealmpton Plymouth Devon
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Bidgood
Date of previous inspection:	July 1996

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Kay Andrews 31975	Team inspector	English Music Religious education Areas of learning for children in the foundation stage Special educational needs English as an additional language	Pupils' attitudes, values and personal development
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Yealmpton Primary School is a school of below average size, with 147 pupils on roll. The number of pupils on the school roll is 40 larger than at the time of the last inspection and continues to grow. The school caters for pupils from the age of four to eleven years, with a broadly equal number of boys and girls. There is one pupil for whom English is an additional language, but this pupil speaks fluent English. The school is situated in Yealmpton Village and draws from the surrounding residential area. The local housing is a mixture of council, privately rented and privately owned property, but is predominantly the latter. The percentage of pupils taking free school meals is near the national average at 14 per cent. The pupils enter the reception class with a range of attainment but, overall, this is near average. There are 25 pupils (17%) currently identified on the special educational needs register. This is near the national average but represents an increase since the last inspection, when 11 per cent were identified. Five pupils have statements of special educational needs, three more than at the time of the last inspection. These pupils have a range of special needs, including learning difficulties and physical disabilities.

HOW GOOD THE SCHOOL IS

Yealmpton Primary School is an effective school. It provides a good education for its pupils. The quality of the teaching they receive is good and they make good progress in most subjects. The school is very well led and reflects well on its own practice in order to further improve. The school gives good value for money.

What the school does well

- Standards in English and science are good throughout the school. Pupils also attain well in history, design and technology and music.
- Pupils are well taught in almost all subjects.
- The quality of the education for the youngest children in the school is very good. They are given a very good start to their education.
- The school provides very well for the pupils' social and moral development. As a result, pupils behave well and they become responsible and mature.
- The school is very well led by the headteacher. In this, she is very well supported by the deputy headteacher, the school staff and the governors.

What could be improved

- The progress pupils make in mathematics in Key Stage 2.*
- Attainment in religious education and aspects of information and communication technology* throughout the school.

The areas for improvement will form the basis of the governors' action plan.

* These aspects have been identified by the school as needing improvement and are included in the current school improvement plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the time of the last inspection, the school has improved in a number of ways, including in the areas highlighted for improvement in the last inspection report.

- There have been increases in the number of pupils attaining the expected level (level 4) in the end of Key Stage 2 assessments in English, mathematics and science. Standards in mathematics at Key Stage 1 have improved.
- The quality of teaching in Key Stages 1 and 2 has improved.
- Improvements have been made in the effective monitoring of curriculum planning and teaching.
- The school now has schemes of work in all National Curriculum subjects to guide teaching.
- Assessment now makes a very effective contribution to teachers' planning and pupils' learning in English and mathematics.

- The school has also improved a number of minor weaknesses identified in the body of the last inspection report, however, insufficient improvements have been made to the quality of education provided in religious education.

Overall, the improvement made by the school is good.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	98	99	2000	2000
English	C	B	A	A
mathematics	B	D	C	B
science	B	C	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

This table shows that by the age of eleven, pupils are reaching average standards in mathematics and science and very good standards in English. Inspection evidence shows that pupils continue to attain well in English and that standards in science are rising. Pupils are attaining well. They are not, however, attaining the standards of which they are capable in mathematics. Pupils with special educational needs at Key Stage 2 are doing well, particularly in English. More-able pupils attain well in English, but could reach higher standards in mathematics. The school has set appropriately high targets and aims to further improve standards.

In 2000, the National Curriculum tests for seven-year-olds showed standards for this aged pupil were above the national average in writing and in line with this in reading and mathematics. This was an improvement from 1999. The inspection evidence shows that this improvement continues and that pupils are now attaining good standards in English, mathematics and science. All pupils in Key Stage 1, including the more able and those with special educational needs, are making good progress and achieve well. Standards in spelling throughout the school, however, are not high enough because the teaching of phonics and of common irregular words has not been sufficiently systematic.

At the present time, pupils are attaining standards at the expected levels in information and communication technology (ICT) at the end of Key Stage 1. Pupils in the Year 6 class are making rapid progress from a low base and are attaining the expected standard in word processing but, because they have not received sufficient teaching in other aspects of the subjects, their skills are much less well developed. Overall, their attainment is unsatisfactory. Attainment is also unsatisfactory in religious education in Key Stage 2. This is because insufficient time in class is devoted to the subject and it is not taught on a frequent enough basis for pupils to build their skills and knowledge. Standards in history, design and technology and music are good. They are satisfactory in geography, art and design and physical education at both key stages and religious education at Key Stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school. Their enthusiastic attitudes have a very good effect on their learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well, both in class and in the playground.
Personal development and relationships	Very good. Pupils show a respect for adults, for each other and for themselves. They become increasingly good at organising themselves in lessons.
Attendance	Very good. Attendance is well above the national average. Where there are absences other than for illness, they are largely due to the taking of holidays during term time. The level of unauthorised absences is in line with the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching throughout the school is good overall. The quality of teaching for the youngest children in the foundation stage is good. In the lessons seen for these children, teaching was consistently good, with 33 per cent of teaching being very good. All aspects of these children's development receives thoughtful, skilful teaching. This gives them a very positive start to their education.

The quality of teaching throughout Key Stages 1 and 2 is good. In the lessons seen, pupils received satisfactory teaching in 98 per cent of lessons, there was good teaching in 67 per cent of lessons and very good or excellent teaching in a further 12 per cent. There was just one unsatisfactory lesson. Although there are some variations between subjects, the quality of the teaching pupils receive is a significant strength of the school. Teachers throughout the school organise pupils very well. There is good understanding of how pupils learn and a good variety of methods are used to ensure that pupils are stimulated and enjoy learning.

Teaching in English in both Key Stage 1 and 2 and the teaching of mathematics in Key Stage 1 is good. The teaching of mathematics in Key Stage 2 is satisfactory. For the most part, the basic skills in literacy and numeracy are well taught but there is a need to further strengthen the teaching of phonics and spelling strategies throughout the school and of mental mathematics in Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides well for the teaching of English, mathematics and science. In light of the newly revised National Curriculum, the breadth of the curriculum has some weaknesses and is in need of the revision that is already planned. Certain elements of the information and communication technology curriculum have not been adequately covered in the past and the curriculum has not met all the statutory requirements. These elements are included in the current scheme of work.
Provision for pupils with special educational needs	Good. Through the good quality support they receive, pupils are given full access to the curriculum and appropriate adaptations are made where there is a need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school ensures that pupils have a good knowledge of the relevant facts to enable them to choose a healthy lifestyle. They are given the personal skills and self-esteem to keep themselves safe and well. Overall, the school makes good provision for the pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	Good. The school cares well for its pupils. It provides a safe and secure environment. Assessment is generally well used to set targets and to plan work for the pupils, particularly in English, mathematics and science.

The school works well in partnership with the parents. The school supplies parents with good quality information. Parents support their children very well at home by, for example, supervising homework, including hearing their child read regularly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong, decisive leadership, which ensures that the school moves positively towards well-defined aims. This very good leadership shown by the headteacher is well supported by the work of the deputy headteacher and the staff.
How well the governors fulfil their responsibilities	Good. For the most part, the governors fulfil their statutory responsibilities well. Through the information they seek and are provided with, they are very aware of the strengths and weaknesses of the school. They play a full part in planning school developments.
The school's evaluation of its performance	Good. The school has comprehensive and effective systems for checking and evaluating the education provided in English, mathematics and science.
The strategic use of resources	Very good. The school has made very good use of the funds available to it. All spending is carefully considered and linked to the priorities identified in the school development plan. The principles of 'best value' are well established but are not yet fully applied to all areas of the school's work.

The school has a sufficient number of suitably qualified teachers to provide for the number of pupils in the school. All teachers have accepted responsibility for the co-ordination of aspects of the curriculum and they work hard to fulfil these responsibilities in most subjects. The school has a good number of learning support assistants whose work in supporting teachers contributes well to the progress the pupils make. The school's accommodation is of very good quality and is very well maintained by the caretaker and cleaning staff. Overall, the school is well resourced.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That children like the school • The progress the children make • That children behave well in the school • The quality of the teaching • The approachability of the school • That the school expects children to work hard • The way the school helps children to become mature and responsible 	<ul style="list-style-type: none"> • The range of activities outside lessons

The team agrees with the parents' positive views. The school provides a good range of extracurricular activities and more than eighty per cent of the pupils at Key Stage 2 are involved in at least one activity. All the staff are involved and this represents a situation that is better than the average.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils enter the school at the age of four with average attainments overall. As a result of the good teaching they receive, they make good progress in all aspects of their development except physical development. Their progress in this aspect is satisfactory, but is inhibited by the lack of outside facilities to ensure that they can have regular, physical exercise. By the end of their first year in school, pupils have attained the early learning goals identified for their age and are making steady progress towards attaining good standards by the end of Key Stage 1.
2. The results of the end of key stage assessments in 2000 showed that pupils aged seven attained standards in reading similar to those attained nationally and in schools with a similar intake of pupils. Standards in writing were above those attained nationally and well above those attained in similar schools. All these results were better than in 1999 and evidence from the inspection indicates that standards continue to rise. The pupils currently in Year 2 are attaining good standards in English and attaining well. During this key stage, pupils learn to write fluently and effectively. By the age of seven, they write in a number of different ways, for example writing about an investigation undertaken in science and their views about harvest in religious education. This independence and fluency stands them in good stead for further work in Key Stage 2. Standards in handwriting are good and pupils present all their work neatly. Standards in spelling, however, are not sufficiently high because there has been insufficient systematic teaching of phonics and of common irregular words. The school has identified this as an area for improvement and has begun to introduce the recommended structure for the teaching of phonics. Pupils also read independently and with understanding and enjoyment. Their lack of phonic skills, however, makes it more difficult than necessary to read unfamiliar words. Standards in speaking and listening are high. Pupils have a good command of language, a wide and increasing vocabulary and well-nurtured confidence. They are able to use these skills to discuss, question and answer in class.
3. In 2000, pupils aged eleven attained standards in the end of key stage assessments that were well above those attained in similar schools and nationally. Overall, the pupils are attaining the standards of which they are capable. Pupils read and write fluently and with confidence. When given the opportunity, they show themselves able to use these skills in supporting their work in other subjects. Pupils, for example, researched and recorded information about aspects of Egyptian life. Pupils write in a clear fluent hand and use a good range of vocabulary to express their thoughts. The weaknesses in spelling, however, apparent at the end of Key Stage 1, remain to some extent at the end of Key Stage 2. Pupils' spoken language continues to develop well through the key stage and the oldest pupils are very articulate. They are able to explore ideas verbally, to give opinions and to back them up. They discuss well, giving due thought to the opinions of others. Pupils were able to give very good accounts of work covered before the inspection in history and music, giving information succinctly and enthusiastically.
4. By the age of seven, pupils are attaining well in mathematics. Standards at the end of Key Stage 1 in 2000 were above those gained in 1999 and in line with those seen nationally. Standards continue to rise. The current Year 2 pupils are achieving well and are on course to attain good standards. Pupils have a good grasp of number and can add and subtract accurately. They begin to be able to work mentally with some speed. They have been presented with a broad curriculum, and the good emphasis on both problem-solving and practical application allows them to use the mathematics they have learned to good effect in new situations. In 2000, pupils in Key Stage 2 attained standards in line with those seen nationally but above those attained in similar schools. Inspection evidence shows that pupils continue to attain average standards but that these standards are not high enough because the pupils are capable of more. This is largely because

pupils are not expected to work at sufficient speed to increase their mental agility or to complete sufficient examples of one concept to ensure that the learning is well established. The targets set for pupils' future attainment in both English and mathematics are realistically challenging and the school is making good progress towards meeting them.

5. The results of the 2000, Key Stage 1 teacher assessments in science, when compared both nationally and against similar schools, showed that a high number of pupils attained the expected levels. Pupils in Key Stage 2 in 2000 attained levels in line with the national and similar schools' averages. Pupils are well taught through well devised, practical activities and these assist them to develop clear scientific thinking and to make good progress. Inspection evidence indicates that pupils are now attaining higher standards than last year. They are now achieving the standards of which they are capable.
6. At the present time, pupils are attaining standards at the expected levels in information and communication technology (ICT) at the end of Key Stage 1. They have particularly well developed skills in using text and pictures to communicate information. Pupils in the Year 6 class are making rapid progress from a low base and are attaining the expected standard in word processing but, because they have not received sufficient teaching in other aspects of the subject, their skills are much less well developed in areas, such as the handling of data. Overall, their attainment is unsatisfactory. Attainment is also unsatisfactory in religious education in Key Stage 2. This is because insufficient time in class is devoted to the subject and it is not taught on a frequent enough basis for pupils to build their skills and knowledge. Standards in history, design and technology and music are good. They are satisfactory in geography, art and design and physical education at both key stages and religious education at Key Stage 1.
7. Pupils with identified special educational needs make good progress throughout the school in English. Consequently, pupils are achieving well. The school is often successful in moving pupils down or off the special needs register. In other subjects, the support they receive allows them to make similar progress to that of all other pupils. In the 2000, Year 6 cohort of pupils, there was a significant number of pupils who joined the school after the beginning of Key Stage 2. The school's analysis of pupils' attainment shows that those who entered in Key Stage 1 attained significantly higher standards than those who joined the school later. In particular, a larger number of pupils who have always attended the school attained the higher level (level 5). Currently, more-able pupils make good progress in English and progress that matches the progress of other pupils in other subjects. Like them, they could be attaining higher standards in mathematics.

Pupils' attitudes, values and personal development

8. Parents' very positive views about the behaviour and attitudes of pupils at the school are fully justified and the school has maintained its very good position since the last inspection. Pupils' very good behaviour and their enthusiastic attitude to their work have a very good impact on their learning. This aspect is a strength of the school. The school celebrates good behaviour and pupils respond to this with pride. Pupils are eager to achieve 'teddy stamp' and 'commendation' awards. They eagerly await the weekly 'sharing assembly' to see if they will be recognised by a new leaf on the celebration tree or a new piece on the chessboard, both prominently displayed in the corridors.
9. The youngest children and new pupils settle in to school quickly and benefit from well-established school routines. They are keen to come to school, learn to work independently from a young age and enjoy interaction in pairs and in groups. They are eager to explore new learning and sometimes, when engaged in practical music making, artwork or role-play, they are so engrossed in an activity that they are very reluctant to finish when the lesson ends. They take turns and share well. They listen attentively to the views of others and a good flow of ideas is apparent in discussion. They are willing to 'have a go', even if the answer is wrong, when they help each other to achieve the correct answer. They respond enthusiastically to the practical activities

available in many lessons. Even when teachers sometimes talk for a long period, pupils stay on task well and complete their activities. Extracurricular clubs are well attended.

10. Behaviour overall is very good throughout the school. Because the policy for promoting good behaviour is consistently applied throughout the year groups, pupils are quite clear about, and live up to, the high expectations of the school staff, both in class and in the playground. Older pupils say boisterous play and bullying are rare and they know the procedures to follow if they do happen. Pupils are polite and courteous. They move around the school in an orderly manner. They set their own class rules and keep them to hand for quick reference. The staff are generally very effective in dealing with most pupils with emotional and behavioural difficulties, and most pupils improve their behaviour as a consequence. Staff do not, however, have the strategies to deal with pupils with very serious behavioural difficulties and these pupils are less successful in fitting into class.
11. Relationships are very good throughout the school. Adults provide strong role models, consistently applying the school's good values and beliefs. They are approachable and friendly. Pupils respond very well to this and say that school is a friendly place where they like to be. An atmosphere of tolerance pervades. Pupils with special educational needs are particularly well cared for. They are well supported to complete their tasks and are very well integrated into the life and work of the school. There is an absence of sexist and racist behaviour.
12. The school is successful in developing good personal skills through strategies such as 'circle time' (group discussion where pupils learn to listen to others and to contribute their own ideas) and well-planned personal and social activities. The recently formed school council is proud of its responsibilities. Pupils are chosen from each year group from Year 2 upwards and their decisions have already had, for example, considerable impact on the way lunchtimes are organised. They were clear as to how they felt time could be used in a more purposeful way and, as a result, additional playground equipment has been purchased. Seating arrangements have also been changed so that pupils can eat lunch with their friends. Older pupils sensibly and competently undertake a wide range of responsibilities around the school. They enjoy being library monitors, for instance.
13. Attendance is very good. In the previous inspection report, pupils' attendance rate was judged as satisfactory. Rates since then have improved and for the most recent, complete academic year the attendance was 96%. This is well above the national average. Where there are absences other than for illness, they are largely due to the taking of holidays during term time. The level of unauthorised absence is in line with the national average. Punctuality is good for the majority of pupils.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching throughout the school is good overall. The youngest children in the foundation stage are well taught, with all aspects of these children's development receiving thoughtful, skilful teaching. The teacher has very good management skills and is quietly encouraging of all that the children do and accomplish. This assists them to be confident learners and to make the progress of which they are capable. This gives them a very positive start to their education.
15. The quality of teaching throughout Key Stages 1 and 2 is good. In the lessons seen, pupils received satisfactory teaching in 98 per cent of lessons, there was good teaching in 67 per cent of lessons and very good or excellent teaching in a further 12 per cent. There was just one unsatisfactory lesson. Although there are some variations between subjects, the quality of the teaching pupils receive is a significant strength of the school. Teaching in English in both Key

Stage 1 and 2 and the teaching of mathematics in Key Stage 1 is good. The teaching of mathematics in Key Stage 2 is satisfactory.

16. Teachers throughout the school organise pupils very well. There is good understanding of how pupils learn and a good variety of methods are used to ensure that pupils are stimulated and enjoy learning. Teachers use direct teaching to good effect and often follow this with practical activity. In an ICT lesson in Year 2, for example, the teacher taught the pupils how to use a graphics program on the computer before allowing pupils to attempt its use. This enabled pupils to explore within known parameters and the resultant learning was very good. In most lessons, good care is taken to ensure that pupils know what they are learning and to allow a period of reflection at the end of the lesson. This allows pupils opportunities to think and talk about what they have learned and the difficulties they encountered. This is making the pupils aware of the way they learn and this self-knowledge gradually assists them to learn more effectively and independently. Teachers also use these parts of lessons to help them assess what pupils have learned.
17. Overall, the use of day-to-day assessment is good. Teachers know their pupils very well and the assessments they make of successes and difficulties encountered are used to plan activities that move pupils forward. This allows the teachers to hold appropriately high expectations of the majority of pupils in most lessons. The planning of English and mathematics is particularly effective because it shows clearly how pupils of different abilities will be taught and what they are expected to learn over a series of lessons. The school now uses the Qualifications and Curriculum Authority schemes of work for other subjects and these are having a good impact on medium and short-term planning. Some fine-tuning is still necessary to ensure that all the units have the appropriate amount of detail in the planning. There is, for example, insufficient emphasis in the medium and short-term planning on the needs of pupils with differing levels of attainment. This has some impact on the progress made by the more able pupils in particular. This is a similar judgement to the one made in the last inspection. The lack of this pre-planning also increases the time required for teachers to plan their weekly lessons. In the main, pupils of higher ability are well extended in lessons because teachers use good questioning skills to develop their thinking and ensure that they learn appropriately. The lack of forward planning for these pupils does not, however, ensure that maximum use is made of all opportunities. Although there is some variability, teachers use the marking of work well to assist pupils to understand where their work has been good and how they could further improve. Good attempts are made to ensure that pupils have read these comments by encouraging them to write a short response.
18. In the main, teachers manage pupils very well and the resultant behaviour is very good. This creates a calm and purposeful atmosphere in most classes and this is conducive to concentration and good learning. The few pupils with more difficulty in controlling their behaviour are generally well managed, however there is a need to provide teachers and learning support assistants with more training and support in the management of very difficult pupils. Pupils are often expected to work in pairs or groups. As well as adding another dimension to their learning through discussion and debate, this is a very positive element in the pupils' social development. In general, good use is made of the time available for teaching. Pupils are expected to work hard and to complete substantial amounts of work. The exception to this is in mathematics in Key Stage 2 where insufficient emphasis is given to the need to work both quickly and thoughtfully.
19. In most subjects, teachers have good knowledge and understanding of the subjects they teach. Where they are less secure, they ensure that they have sufficient knowledge to teach the aspect of the subject being taught at any one time. The need to further increase teachers' expertise in ICT and in teaching mathematics in the way recommended nationally has been identified and appropriate developments are already planned. The lack of teaching in religious education has been, in part, due to teachers' lack of confidence in teaching the subject and this now needs to be addressed. For the most part, the basic skills in literacy and numeracy are well taught but there is a need to further strengthen the teaching of phonics and spelling strategies throughout the school and of mental mathematics in Key Stage 2.

20. Pupils with special educational needs are well taught, especially in English and mathematics. These pupils receive good support from teachers and learning support assistants and are consequently helped to make suitable progress. The individual education plans devised for pupils with greater difficulty are regularly reviewed. Targets are clear, specific and suitable for the identified needs of the pupils and allow their progress to be assessed and monitored. Sometimes, they are not, however, broken down into small steps and they lack the detail to provide maximum support for day-to-day teaching. The school has identified this as a problem and is currently working to improve the quality of the written plans.
21. In both key stages, homework is well used to extend the learning in class. In Key Stage 1, pupils read regularly at home and have tasks to complete periodically. This is an appropriate amount. In Key Stage 2, homework is well organised, with each piece carrying clear instructions as to what is expected and when it should be returned.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

22. The curriculum is broad and meets statutory requirements in all subjects except information and communication technology, where certain elements have not been adequately covered in the past. In light of the newly revised National Curriculum, the breadth of the curriculum has weaknesses and is in need of revision, particularly in subjects other than English, mathematics and science (the 'core' subjects). Less time is allocated to these other subjects than in most schools. In subjects where teachers are very secure in knowing how the skills associated with the subject develop, for example in history and design technology, this time allocation is sufficient to ensure that pupils achieve well. Where this development is less secure, for example in religious education, art and design and geography, the lack of time has a negative impact on the progress pupils can make. The school is aware of this weakness, has identified the required review in the current school development plan and is planning a revision of the timetable and more effective use of the teaching time. Currently, the timetable reflects previous national and school priorities, for example some additional afternoon lessons for literacy were planned in the light of the need to raise standards in English in Key Stage 2. These have served their purpose and standards are now high. This is now not the most effective use of time and the school is aware of the need to plan more creatively so that additional time can be allocated to subjects such as religious education and the other non 'core' subjects. They are also aware of the possibilities for more systematic planning of the literacy, mathematics and ICT elements in these subjects so that standards in 'the basics' are maintained. At present, there are few examples of mathematics and ICT being consolidated, or supporting learning, in other subjects.
23. The National Literacy Strategy has been introduced well and has helped to improve standards in reading and writing. Standards in spelling, however, are not always satisfactory. The implementation of the National Numeracy Strategy has resulted in some improvement but there are weaknesses, particularly in mental mathematics in Key Stage 2. A two-year programme appropriately maps out the skills, knowledge and understanding to be taught in the mixed age group classes. This avoids any duplication.
24. The school provides a good range of extracurricular activities and more than 80% of the pupils at Key Stage 2 are involved in at least one activity. All the staff are involved and this represents a situation which is better than the average. This good provision has a positive impact on standards in sport in particular.
25. The school works hard to provide equality of opportunity for all its pupils, for instance there are good opportunities in extracurricular activities for girls and boys to play alongside each other. This also applies to the school council where there are an equal number of girls and boys. There is a

gender difference in attainment in the National Curriculum assessments where the girls out-perform the boys. The school is aware of and is monitoring this difference. Care is taken to ensure that pupils of different social and cultural backgrounds mix well and are all fully involved in the life of the school. The school has one pupil for whom English is an additional language but this pupil is fluent in English and does not require extra tuition. Provision for pupils with special educational needs is good. Through the good quality support they receive, they are given full access to the curriculum and appropriate adaptations are made where there is a need.

26. Links with the local community are good and the school is involved in many aspects of village life. There are good links with the local churches with visits by the vicar and a Methodist lay preacher. The school in turn visits the church to take part in festivals such as harvest and Christmas. There is also suitable involvement with local senior citizens at these times and others. This year the school made a good contribution to the community Millennium project. The school has made good use of a county initiative known as 'the virtual omnibus' to provide trained, adult supervision for pupils walking to school. There are very good links with the local secondary school and there are a number of very good opportunities for the staff and pupils to get to know each other before the official transfer. There are productive links with the pre-school that is located in the adjoining community centre. This assists the smooth entry of pupils into the school. There is a very active local grouping of all the schools in the area. Attendance at meetings of this group has a good impact on the school's ability to learn about and implement local and national initiatives and developments. The local business community makes a valuable contribution to the school's resources, for instance by contributing six computers.
27. The planned programme for pupils' personal, social and health education, including sex education and attention to drug misuse, is satisfactory. 'Circle time' is used appropriately. The school council makes a significant contribution to developing pupil confidence and self-esteem. The re-organisation of lunchtime and the provision of additional playground play equipment are two positive examples of its impact.
28. The provision for pupils' spiritual development is satisfactory. There are daily acts of collective worship, which contribute to pupils' spiritual development through appropriate themes and awards. In these assemblies, pupils' ideas are shared and valued by pupils and teachers. Pupils are given appropriate opportunities for quiet, focused reflection. Statutory requirements are met. In religious education, pupils develop an understanding of the values and beliefs of others, but the limited time spent on the subject restricts the extent of this understanding. Spiritual experiences occur in curriculum subjects, such as history and science, but are largely unplanned.
29. Provision for pupils' moral development is very good and is promoted by the strength of the relationships that exist between adults and pupils. The staff set a very good example that is then followed by the pupils. An example of this working well in everyday life is seen at harvest and Christmas when pupils go out and meet senior citizens and then invite them into the school. As they move through the school, pupils' self-esteem is developed and adults successfully promote the virtues of honesty and fairness. Pupils learn to tell right from wrong, together with the importance of respect for others and their views.
30. Provision for pupils' social development is very good and is promoted particularly well, for example by the success of the school council and a recent residential visit for older pupils. The school has high expectations of pupils' ability to take responsibility for their own actions and when working as part of a group. Good opportunities are provided for collaborative and co-operative working in lessons and pupils learn to work well together. Pupils are actively and successfully encouraged to have supportive attitudes towards other pupils. There are few rules because the pupils relate well together in both the formal atmosphere of lesson times and the informal lunch and break times. 'Sharing' assemblies encourage pupils to share in the success of others.

31. The school's provision for cultural development is satisfactory. Pupils learn about their local village and county culture through involvement with the local community and visits to places of interest. They have, for instance, had visits from local people such as an estate agent and have taken part in Victorian and Tudor days as part of their work in history. They have visited museums and art galleries in Plymouth. Pupils learn about the art, music, literature and religions of a variety of different cultures. This multicultural element focuses on themes such as a Caribbean and an Indian day. The provision made by the school to further pupils' understanding of Britain as a multicultural society is not, however, as well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The last inspection report found this area to be a particular strength of the school with effective steps taken to ensure that the welfare, health and safety of all pupils was given good attention. This very positive picture has been maintained and there have been further improvements in some areas.
33. The school provides a very attractive environment, both inside and out, for pupils and adults to work in. The conscientious caretaker ensures it is very well maintained, with very high standards of cleanliness, especially in all toilet areas. There are many extra features, which are well used in the overall support of pupils. The governing body takes an active role in overseeing health and safety in the school, with some members using their expertise in undertaking risk assessments. Consequently, the school is a safe environment for the pupils to use.
34. Procedures for dealing with and recording first aid, medicines, accidents and very rare exclusions of pupils are well conceived and understood. The school administrative assistant is vigilant and experienced in the care and attention she gives to pupils who feel unwell during the school day. There is a suitably trained first aider. Pupils who have specific medical needs are also well supported. There is now a comprehensive, child protection policy statement and procedures of which staff are fully aware and this represents an improvement since the time of the last inspection. The member of staff with named responsibility is very experienced in this area and thus provision is good.
35. The play supervisors who work during the dinner break ensure that pupils are well supervised. They are experienced in dealing with young children and pupils say they would happily turn to them or to their teachers for extra support if necessary. All classes are very warm and welcoming and younger pupils settle to new routines quickly at the start of the school year. Many pupils of all ages speak confidently about and give reasons for what they like about school and they say they are proud of it.
36. Procedures for monitoring and promoting good behaviour are very good. Pupils clearly understand, and are involved in making, school rules. A well-established reward system is successfully used to promote many areas of personal development. Pupils know that if they try hard, for example to improve their behaviour or to overcome shyness, that this will be noticed and valued. Systems to record many aspects of personal development are in place and consistently used across the school to the benefit of the pupils. Topics, which include many aspects of healthy and safe living, are well taught in all classes. Staff know pupils very well and this too ensures effective support. All these factors help to ensure that pupils become mature, sensible and responsible.
37. Procedures for recording attendance are good and fulfil statutory requirements. The school actively discourages parents from taking holidays during term time, but many still do. This adversely affects the rate of attendance even though most of these holidays are for only a week. Overall monitoring of attendance is good. There are very good procedures to ensure that pupils reach school safely and that non-attendance is followed up. Attendance is reported accurately in

individual pupil reports at the end of the school year, but not sufficiently clearly or fully in either the school's brochure or the governors' annual report to parents.

38. Very good systems are in place to track the progress of pupils with special educational needs. Evidence from this inspection shows that these pupils are identified early and carefully monitored by the headteacher, who is the special needs co-ordinator. She also carefully monitors progress in relation to other pupils in the school. Targets for development are shared with pupils, who are well supported in lessons to complete their tasks.
39. Procedures for assessing pupils' attainment and progress in English and mathematics are very good. This represents a significant improvement since the last inspection. The process begins with assessment of the attainment of children when they enter the school at the age of four, when progress is recorded against the early learning goals and used to plan for individual improvement. In Key Stages 1 and 2, collections of work have been created in English and mathematics to ensure that there is a common understanding of the levels of the National Curriculum. Teachers use these well to consider the standards of pupils' work and compare them with the levels expected nationally. Assessments made at the end of each key stage conform to statutory requirements. The school carries out additional testing at regular intervals to identify pupils' strengths and weaknesses in English and mathematics. A good system is in place to analyse the results of these tests so that realistic targets for classes, groups of pupils, and individuals are set and regularly reviewed. This good target setting informs planning. The individual targets for pupils are appropriately shared with them to aid their individual development and progress. Assessment in the other subjects, although satisfactory, is less well developed.
40. Teachers maintain good records in English and mathematics of what pupils have understood and the skills they are developing. The 'independent writing' and mathematics 'investigations' books that pupils use on a periodic basis are a particularly strong feature of this tracking of pupils' attainment and show clearly the progress each pupil has made. The evidence is then used effectively to guide curriculum planning. The school is preparing to extend the tracking of pupils' attainment to science, music and ICT.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Overall, as at the time of the last inspection, links and partnership with parents are good features of the school. The contribution parents make to children's learning at school and at home are very good. Parents at the pre-inspection meeting said that they feel there have been very significant improvements in many aspects of the school in recent years, including pupils' attainment. There were fifty responses to the pre-inspection questionnaire and these too show parents' views of the school to be positive. Parents find the school approachable, are pleased that their children are expected to work hard and feel that there are good standards of behaviour in school. Inspectors agree with the positive opinions of parents.
42. Yealmpton School is very much a village community school that also attracts a significant number of pupils from out of the immediate area. Many members of the community, some of whom are parents, are active members of the governing body. Parent's views are sought on many issues and action taken as a result. Recent initiatives that have involved parents include the 'virtual omnibus'. Parents in the Friends of Yealmpton Village School group actively support the school. The Christmas Fayre and the Summer Fete are very well attended and raise substantial funds. These are well used within the school. Recent purchases include outdoor games equipment that the pupils themselves requested through the school council.
43. The information given to parents is good. At the beginning of every term all teachers inform parents very clearly about what will be taught and remind them of class routines and some aspects of school life. They extend a warm invitation to parents to become involved in their children's

learning, both at home and at school. A small minority of parents are regularly able to assist in classrooms. This well-established programme works well, and pupils benefit in many ways. The 'Parents as Helpers' booklet gives clear guidance to volunteer helpers. Every child has a 'home-school' book that also strengthens communication between home and school. Many families are very supportive of their child's learning at home and regularly help by hearing their child read or by supervising homework. This improves the overall progress the pupils make. Relationships with parents of pupils with special educational needs are very good and they are fully involved in any decisions that are made about their children.

44. A good range of written information is regularly sent to all parents and carers. The school newsletter is also available 'online' at the school's web site. Annual reports about the children's progress are satisfactory and meet the legal requirements. They give appropriate information about the strengths and weaknesses in a child's attainment and provide information about how they might improve. The timing of the annual report from the governing body, however, does not allow parents to receive sufficiently up-to-date information about attainment in the school. While a readable and well-presented document, it has minor omissions in the statutory information it carries. It does not, for example, state how successful the provision for pupils identified with special educational needs has been during the year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school is very well led. The headteacher provides strong, decisive leadership, which ensures that the school moves positively towards well-defined aims. These are clearly focused on raising the attainment of the pupils, however there is strong belief that pupils' personal and social development is of equal importance. Both these sets of values are reflected in the work of the school. Developments are clearly planned, effective and lead directly from the school's evaluations of its own strengths and weaknesses. The school's development plan is of high quality and ensures that all work done to improve the school is well co-ordinated and its effects monitored. The very good leadership shown by the headteacher is well supported by the work of the deputy headteacher, the staff and the school governors. The role of subject co-ordinators in leading their subjects was identified, at the time of the last inspection, as being in need of further development. Since that time, the co-ordinators in English, mathematics and science have played a full part in developing their subjects and in the raising of standards. This represents a significant improvement. The provision for pupils with special educational needs is well co-ordinated and this assists pupils to make suitable progress. Other subject co-ordinators have also begun to play a greater part in the management of the school but, because the school's priorities have been elsewhere, they have not always had as much opportunity to have an impact on the education provided in their subjects. There is, however, a shared determination on the part of all staff to improve the school further.
46. For the most part, the governors fulfil their statutory responsibilities well. Through the information they seek and are provided with, they are very aware of the strengths and weaknesses of the school. They play a full part in planning school developments. Through strategies such as pairing of governors with subject co-ordinators and through visits to the school to see things in action, they are able to monitor the work of the school and to contribute to the writing of the school development plan. This work could, however, be further strengthened by planning the visiting of the school during school hours in a more systematic way. The governors have good understanding of their role as 'critical friend' to the school. They strike a good balance between supporting and challenging the school management and have in the past, added items to the school development plan where they saw a need. There are, however, some areas where the governors have not totally fulfilled their responsibilities. The ICT curriculum has not met statutory requirements and there are minor omissions in the prospectus and annual governors' report to parents with regard to special educational needs. The governors were aware of the need to improve ICT and this is identified in the current school development plan.

47. The school has comprehensive and effective systems for checking and evaluating the education provided in English, mathematics and science. This aspect of the school's work is greatly improved since the time of the last inspection. The outcomes of end of key stage assessments, as well as other non-statutory tests, are carefully evaluated and weaknesses identified and acted upon. Monitoring of pupil's performance has, for example, shown a need to develop mental mathematics' skills and this has been the emphasis of work undertaken. Pupils' work is regularly sampled and strengths and weaknesses identified that inform the planning for each class. Teachers' planning is critically evaluated by the headteacher and subject co-ordinators and written evaluations supplied and acted upon. The quality of the teaching in the school is sampled by the observation of teachers' teaching. Aspects such as the way teachers plan work to suit pupils of different abilities in their class have been worked on as a result. The good quality of teaching and learning observed demonstrates the positive effect of such measures. There is some checking of the quality of education provided in other subjects but, given the schools' recent priorities, these have understandably not been given as much time or attention. As priorities change, there will be a need to ensure that the priorities for monitoring the work of the school also change.
48. The school has made very good use of the funds available to it. All spending is carefully considered and linked to the priorities identified in the school development plan. Specific grants, for instance those identified for assisting pupils near the end of Key Stage 2 to raise the standard of their work, have been efficiently and effectively used. Money designated for the support of pupils with special educational needs has been well used in providing a good quality of education for these pupils. The effect of all spending on pupils' attainment in English, mathematics and science is very well monitored through, for example, looking at the standards achieved at the end of each key stage. There has not, however, been such tight criteria set for establishing the effect of the spending of money on other projects, for example, the establishment and use of the ICT suite. The principles of 'best value' are therefore well established but are not yet fully applied to all areas of the school's work.
49. Day-to-day management of the finances is effective. Routine budget control is well managed by the school administrator and the school office runs efficiently. The school makes appropriate use of modern technology for budgetary control and communication via e-mail, but has not yet had the financial resources to reduce the necessity for time-consuming manual management of attendance data. The school has, however, recently developed its own website and this carries very useful information including newsletters and other school information.
50. The school has a sufficient number of suitably qualified teachers to provide for the number of pupils. All teachers have accepted responsibility for the co-ordination of aspects of the curriculum and work hard to fulfil these responsibilities. The school has a good number of learning support assistants whose work in supporting teachers contributes well to the progress the pupils make. Systems for appraising the work of staff and for the setting of appropriate targets for development are currently being established in line with new requirements.
51. The school's accommodation is of very good quality and is very well maintained by the caretaker and cleaning staff. Although there has recently been a necessity to increase the amount of accommodation to house the increasing school roll, there are good facilities for teaching all subjects in Key Stage 1 and 2. The accommodation for the youngest children in the foundation stage is generally very good, but the lack of a secure outdoor area limits their physical development. Consequently, their progress in this area, although satisfactory, falls below the good progress made in the other areas of their development.
52. Overall, the school is well resourced. Resources are good in English, mathematics, science and ICT. As a result of the school's current priorities, spending has been reduced in some subjects and consequently resources, although satisfactory, are less good in subjects such as art and design and religious education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to further improve the quality of the education provided and the standards achieved by the pupils, the governors, headteacher and staff should:

1. Improve the attainment of pupils in mathematics in Key Stage 2 by:
 - Continuing to develop pupils' mental mathematics.
 - Teaching pupils how to apply their mathematical skills and knowledge and to solve problems quickly and efficiently.
 - Raising the expectation of how much work will be completed in each lesson.
 - Providing teachers with support and further training to assist them to implement improvements.
(paragraphs 69-74)
2. Improve standards in ICT and religious education by:
 - Ensuring that all aspects of the subjects are regularly taught.
 - Fully implementing the schemes of work for each subject.
 - Improving the teachers' knowledge about the subjects and their confidence in teaching them.
(paragraphs 96-100 and 109-114)

In addition, for ICT by:

- Identifying clearly in termly and weekly planning how and when pupils will use ICT in other subjects, both to practise their ICT skills and to assist their progress in these subjects.
- Planning the teaching of ICT so that pupils of differing degrees of prior experience all make good progress.
- Ensuring that there is full and regular use of the ICT suite.

Other issues which should be considered by the school:

- Complete the planned review of the time allocated to the teaching of each subject to:
 - ensure that pupils receive a balanced programme of work
 - ensure that pupils develop subject skills and knowledge systematically
 - plan how literacy and mathematics skills will be reinforced and developed through other subjects (paragraphs 22, 65, 74, 78, 81, 89, 90, 93, 95)
- Improve standards in spelling by further developing and implementing the whole-school strategy for the teaching of spelling, including the early development of phonics. (paragraphs 64-65)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	16	67	13	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	147
Number of full-time pupils eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys and Girls	13	14	14
Percentage of pupils at NC level 2 or above	School	81 (78)	88 (70)	88 (87)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys and Girls	14	15	16
Percentage of pupils at NC level 2 or above	School	88 (78)	94 (87)	100 (91)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	15	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys and Girls	19	17	20
Percentage of pupils at NC level 4 or above	School	90 (86)	81 (71)	95 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys and Girls	15	16	17
Percentage of pupils at NC level 4 or above	School	71 (71)	76 (71)	81 (93)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	137
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	113.7

Financial information

Financial year	1999-2000
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	£
Total income	261,750
Total expenditure	277,423
Expenditure per pupil	1,874
Balance brought forward from previous year	13,731

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

147

Number of questionnaires returned

50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	40	8	0	0
My child is making good progress in school.	38	50	10	0	2
Behaviour in the school is good.	38	54	2	0	6
My child gets the right amount of work to do at home.	28	62	8	0	2
The teaching is good.	50	38	10	0	3
I am kept well informed about how my child is getting on.	44	46	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	58	36	0	6	0
The school expects my child to work hard and achieve his or her best.	30	68	2	0	0
The school works closely with parents.	40	46	8	6	0
The school is well led and managed.	32	52	6	6	4
The school is helping my child become mature and responsible.	38	58	4	0	0
The school provides an interesting range of activities outside lessons.	20	41	18	8	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. Children under the age of five enter the school in two groups, in September and in January. Until December, pupils are taught as part of a mixed reception and Year 1 class. From January, all the pupils in the reception year group are separately taught in one class. Provision is very good and children are happy and secure in school. Through the good leadership of the early years co-ordinator, the school has been successful in maintaining this very good provision since the time of the last inspection. This co-ordinator is also the reception class teacher and is committed and competent. The teacher and teaching assistant work effectively as a team to provide a secure, stimulating learning environment and to engage children fully in their learning. Relationships with parents are good and reading at home on a daily basis is well established to the benefit of the children.
55. The curriculum for children in the foundation stage is very good. The teacher plans extremely thoroughly with the teaching assistant, following the national guidance closely. Ongoing, daily assessments of progress through the detailed learning objectives that have been set are fed back into the teaching programme to ensure that the needs of all children, including those with special needs and the most able, are met well. Assessments made when the children first enter the school show attainment to be average. Able children and those with special educational needs are identified at this time and they are closely monitored by the teacher and the headteacher. As a result, children make very good progress and by the end of the foundation stage, are more than meeting the goals identified for them (the 'Early Learning Goals').

Personal, Social and Emotional Development.

56. The teaching of personal, social and emotional development is very good and assists the children to reach very high standards by the end of the foundation year. Teaching is very positive and friendly with lots of praise for good attitudes to school life. Children have high self-esteem as a result and come happily to school. They are mature and confident when talking and playing together and they respond well to the high standards of behaviour staff expect of them. Very good relationships are evident at all times between staff and children, and adults make a big effort to include all children in all activities. They are particularly successful in encouraging children to have tolerant attitudes to those with special educational needs. The effort one group makes to keep a child with behaviour difficulties involved in their role-play of the Christmas story is a good example of this. The teacher provides a learning environment that reflects not only the child's own culture but that of the wider world. Children show good understanding of this when, as they register each morning, they exchange greetings in many different languages. They name the countries they travel from and their means of transport – one child travels each day across the sea from Finland on a blue whale! The teacher emphasises the importance of special events in different faiths. Children respond well to this when, for example, they explore the meaning of Christmas and the significance of Advent and different naming ceremonies with great interest. Independent thinking and working is promoted very well and children demonstrate they already have a high degree of independence when they work in pairs to discuss a topic before sharing their ideas with the class. Children are encouraged to treat their environment with respect and care, so, as they walk around the school grounds, they thoughtfully decide which are safe or unsafe places to play.

Communication, Language and Literacy.

57. The teaching of communication, language and literacy is good and children make good progress in this aspect. Interesting books and activities are provided in the Literacy Hour and, consequently, children listen very well and speak clearly and confidently in discussion. They interact successfully and communicate their thoughts and ideas effectively when they engage in good quality role-play. Other well-planned opportunities, both inside and out, also extend and develop children's language and communication skills. In assembly, one group successfully shared with the rest of the school

information from a 'big book' when they described the work of Green Peace and its effort to protect whales. Teaching effectively promotes a love of reading where children enjoy all types of books and use pictures as contextual clues to enthusiastically describe the characters and stories. Many already have a growing bank of familiar words and some are reading well. The majority have a good knowledge of phonics but, as yet, do not use them to attack unfamiliar words. Writing is particularly well taught and is developing very well. Most children write with confidence and speed. Letters are often clearly formed. They are beginning to use their phonic knowledge to attempt to write longer words. By the end of the foundation stage, pupils attain good standards.

Mathematical Development.

58. Mathematical development is good with teaching carefully linked to the National Numeracy Strategy. The pupils achieve good standards by the end of their first year in school. The teacher structures and reviews learning objectives regularly to ensure children have a rich and exciting range of activities. She shares them enthusiastically with the children by taking them, as labels, out of a shiny 'special box'. In one maths lesson, when she took out labels that said, for example, 'we are going to count on from small/large numbers today' children were very eager to try and the impact on their learning was very good. Mental skills are very good and children show off their knowledge to visitors. They count on and back accurately from zero and small numbers. The more able count on from large numbers such as 66, but are less secure when counting back. The majority are familiar with addition and subtraction to 10 and can double small numbers such as 2, 5, 3, 10 and zero. Rhymes and counting songs are used as a fun way to develop a good mathematical vocabulary. The teacher uses an interesting variety of non-standard measuring devices such as colourful ribbons and sticks, and a good understanding of length is evident when children use them to find longer or shorter things. The teaching assistant supported one group well to help them name a variety of solid shapes and to identify cone shapes in a box of everyday objects.

Knowledge and Understanding of the World.

59. As a consequence of good teaching of this aspect, children's knowledge and understanding of the world around them is broadening well. By the end of the foundation year standards are good. The children use their senses appropriately to explore and describe different properties of materials that are used in their classroom and the ingredients needed for a fruit salad. Visitors to the class are used well to develop an awareness of past and present, as when a parent talks about life when she was a child. Children are also encouraged to understand the passage of time when, after a visit from a new baby, they compared themselves as babies and how they are now and created time lines of their own lives. They are taught to explore their environment by learning about where they live and the ways they walk to school. They are encouraged to check out their curiosity about living things when they learn that humans are animals, how living things move and the need for food and drink to stay healthy. Early computer skills are effectively taught when children demonstrate control of a computer mouse to create attractive pictures and to write their names and simple phrases.

Physical Development.

60. The teaching of physical development is satisfactory and children are given a suitable range of activities. They reach standards that are in line with those expected nationally. They are taught to handle materials and tools with confidence and to build and sort construction toys well. They are provided with regular opportunities to engage in outdoor play and were disappointed when this could not always happen during the inspection due to inclement weather. A secure outdoor play area is not available and the range of outdoor play equipment is limited due to budget restrictions. The teacher makes an effort to compensate for this by providing physical education lessons in the hall where children learn, for example, large ball skills of throwing and catching but the pupils' access to regular activity is restricted and this affects their overall attainment.

Creative Development.

61. In creative development, children achieve good standards as a result of consistently good teaching. Children are guided into enthusiastically exploring a wide range of media. They learn to mix colour well and they develop the skills of good observational drawing. As a result, their self-portrait drawings and paintings are of a particularly high standard. After being taught to look carefully in a mirror, children pay attention to minute detail. Printing activities are made good fun when they use hand printing to create bold and colourful angels for their Christmas scene. Early musical skills are taught well and children sing a wide range of songs and rhymes tunefully. They experiment with percussion, responding well to the beat and rhythm. They enjoy creating rhythms to accompany their own rhymes. They use tapping and clapping well to create a steady beat. They can accurately name a good variety of percussion instruments.

ENGLISH

62. In the 1999 National Curriculum tests for seven-year-olds, the school's results in reading and writing were below the national average. In 2000, these results showed improvement and were at the national average. Inspection evidence shows that standards are further improved and are now good. Pupils are attaining well. Results for eleven-year-olds in the 2000 tests show similar improvement from 1999 and were well above the national average and the average for similar schools. The performance of boys in the school has improved in recent years, although it is still below that of girls and further improvement is identified as a priority in the current school development plan. The performance of more able pupils at the end of Key Stage 2 raised concerns at the last inspection. The school has addressed this matter, in part, through the successful implementation of the National Literacy Strategy. A well above average number of pupils attained a higher level (Level 5) in 2000. Because they are taught effectively, all groups of pupils, including those with special educational needs and able pupils, make good progress and achieve well. The pupils identified as needing extra help benefit from the funds the governing body has made available to employ learning support assistants to support the teaching of literacy.
63. Standards in speaking and listening are above national expectations in both key stages. Many opportunities are provided for pupils in different subjects to discuss their work in pairs and in groups. They respond very well to this. Most pupils speak clearly and ask and answer questions with confidence and maturity, as when they tell the school about their achievement in the weekly 'sharing assembly'. By the age of seven, most can express their thoughts and opinions articulately, for instance when talking about the cards they were making in a history lesson. By the age of eleven, pupils are able to use language to debate, to discuss, form new ideas and to report events. They have a good range of vocabulary relating to National Curriculum subjects and this assists them to learn through discussion.
64. Pupils read well. By Year 6, the majority are enthusiastic, competent readers. Pupils thoroughly enjoy books and the practice of daily reading at home is very well established. They are encouraged to read a good range of fiction and non-fiction, with fluency and expression. They are responsive to characters and plot. Use of books for independent research in a variety of subjects is well established from the beginning of Key Stage 2. Pupils confidently describe how they find information, for instance about Shakespeare when they were studying the Tudors. Younger pupils in Year 2 read competently and with good understanding of what they read. Most have developed a very good range of words they know by sight. Although they have some basic knowledge of phonics and can identify initial, middle and end sounds, not all are able to use these skills effectively to read unfamiliar words and often stop for a new word to be read to them. This decreases their overall fluency. Although they have some basic knowledge of phonics and can identify initial, middle and end sounds, their lack of phonic skills makes it more difficult than necessary to read unfamiliar words. This decreases their overall fluency.
65. In Key Stage 1, pupils are given good levels of confidence to write and even the youngest pupils write readily. By the end of Key Stage 2, pupil's writing is interesting and varied. Throughout the

key stage, most pupils write with fluency. The good teaching they receive encourages this and pupils become thoughtful writers. Pupils in Year 3, for example, used exciting imagery in their stories, describing a sea monster's 'glistening body vibrating as his blue eyes dart around to check for other predators' and 'his shimmering scales lighting up brightly in the full moon'. Handwriting in both key stages is usually good, with neat well-formed letters. Standards in spelling, however, are below those of reading and writing as a whole. There is no consistent whole-school strategy for the teaching of spelling, including the early development of phonics, and standards are affected throughout the school. This is to be seen in pupils' written work and in the results of the national tests in 2000. Spelling difficulties often mar the work of pupils in Key Stage 2. The school has identified this as an area for improvement and has begun to address it through action set out in the school development plan. The quality and amount of pupils' writing across the curriculum is underdeveloped, with a lack of recorded work in subjects such as history and religious education.

66. Teaching is good in both key stages, although there are variations in the teaching in Key Stage 2. The teachers generally have a sound knowledge of how to teach within the recommendations of the National Literacy Strategy. What is to be learned in a lesson is shared appropriately with the pupils and is pitched at the right level so that the majority achieve well. Sometimes, too much time is spent on the direct teaching elements of the lesson and pupils need all the remaining time to complete the activities set. This leaves little time for a purposeful 'plenary' for pupils to review and evaluate their learning. Consequently, pupils do not always have the opportunity to gain an understanding of their own strengths and difficulties, and the advantages that are often seen in the teaching of other subjects in the school are missed. Classroom and pupil management is generally good, with a good balance of practical activities that encourage pupils to explore new learning and develop a keen interest in their work. This interest is evident in the levels of concentration seen and the enthusiasm with which pupils talk about their work. It encourages pupils to learn well. Reading 'diaries' and home-school books are used well through Key Stage 1, often with meaningful dialogue between parents and teachers. This increases the partnership between the school and home and has a positive effect on the pupils' progress. As pupils' own contributions become more prevalent in Key Stage 2, however, comments are often scrappy and superficial and their impact is sadly reduced. Homework is well organised and parents play a positive part by giving good support to their children.
67. The management of the subject is good and well directed towards the raising of standards. There is regular monitoring by the co-ordinator and the headteacher and when weaknesses such as that in spelling are identified, prompt action is taken to address them. Pupils' progress is carefully tracked from the assessment done on entry to their progress through the school. Targets for improvement are realistic and the school is on line to meet these.

MATHEMATICS

68. Pupils at the end of Key Stage 1 attain good standards in mathematics. This is an improvement since the time of the last inspection. Pupils make good progress throughout Key Stage 1. By the age of seven, most pupils are able to do simple calculations involving adding and subtracting numbers below twenty mentally. They have secure knowledge of a good range of mathematical vocabulary and are able to use this to explore and explain their thinking. They have a developing knowledge of aspects of mathematics that involve measuring, for example drawing lines accurately in centimetres. They know about shape and can talk about the properties of a number of two and three-dimensional shapes. They readily attack problems in all areas of mathematics and confidently apply their knowledge. In the end of key stage assessments in 2000, pupils attained average standards when compared with pupils both nationally and in similar schools. This was a rise in standards since the previous year. Inspection evidence shows that standards continue to rise and pupils are on line to achieve above average standards by the end of the key stage. Because they receive good teaching, all pupils in this key stage, including those of higher ability and those with special educational needs make good progress.

69. Pupils at the end of Key Stage 2 attained average standards in the 2000 end of key stage assessments when compared with all schools. Although results were better than those gained in similar schools and are better than they were at the time of the last inspection, inspection evidence shows that pupils are capable of achieving more than they do at present. Higher-attaining pupils, in particular, could achieve more. By the end of the key stage, pupils have knowledge of how to accurately add, subtract, multiply and divide numbers within a thousand. They do not, however, have enough mental agility with numbers to work at sufficient speed. Pupils show good understanding of the concepts they are currently studying, for example showing good understanding of time expressed on a twenty-four hour clock, but are not always able to recall them readily when solving problems at a later date. Thus, pupils found work on timetables based on the 24-hour clock difficult, even though they had worked with timetables before. Pupils have, however, been taught a broad curriculum and have sound knowledge of areas of mathematics, including knowing how to describe shapes by their properties and how to use accurately a wide range of units of measurement. They have had satisfactory opportunities to apply their knowledge in practical situations, for example using their measuring skills when making containers in design and technology.
70. Pupils receive good teaching in Key Stage 1. Teachers plan and prepare well-balanced lessons. They use a very good variety of ways of teaching, for example they teach directly the basic skills that the pupils need to know, provide opportunities for pupils to work in a practical way and give good support while they do this. They ensure that appropriate emphasis is given to the recording of work and then sum up the learning that pupils have gained in a lesson to ensure that all have made as much progress as they could. In a Year 2 lesson on data handling, for example, pupils worked an example graph with the teacher. They then worked in groups to record data about favourite fruits while the teacher initially supported a group of less-able pupils and then took care to talk to more-able pupils to move forward their understanding. Because they are offered this sort of variety, pupils' interest is maintained for the whole lesson and they try hard and make good progress. In addition, teachers take care to ensure that pupils know what they should be learning and have opportunity to reflect on any success or difficulties. Although young, pupils are developing good skills in understanding how and what they have learned. Teachers, although they have very high expectations of the pupils, are sensitive to the difficulties they encounter and readily change the planned development of a lesson to accommodate information gained from these informal assessments.
71. Overall, pupils receive satisfactory teaching in Key Stage 2. Teachers use good general teaching skills to ensure that pupils are well managed and that in most lessons they are provided with a good level of activity that suits their needs. Teachers have started to use the structure recommended by the National Numeracy Strategy to plan their lessons but are not yet fully comfortable with the teaching methods suggested. Teachers plan mental mathematics activities on a daily basis. Although these sessions contain a level of work that is appropriate to the majority of pupils, this part of many lessons lacks pace. Pupils are encouraged to think and talk about ways of solving problems and this is a positive feature. Pupils' present level of mental agility is, however, below that expected and there are too few demands placed upon them to increase their speed of operation in using their preferred strategies.
72. The main activities for lessons are conscientiously planned and teachers make good attempts to give different levels of activity to pupils of different levels of ability. There is, however, a widely differing understanding in different classes in Key Stage 2 of how mathematics is to be taught in the school. In some classes, pupils are given activities that encourage them to use a practical context for their learning. Whilst this is laudable, pupils are not always given sufficient teaching and practice of the skills they will need before they undertake the activities. In one class, for example, pupils were asked to show in graph form how many pegs of different colours they had in a pot. This was a good activity, but pupils were not sure how to tally or how to draw the graph correctly. As a result, they completed too little in the session. In other classes, pupils often

complete activities taken from a range of textbooks and they lack the necessary skills to know how to write their solutions to more practical problems quickly and elegantly. Throughout the key stage, teachers make successful attempts to provide interesting and varied activities. As a consequence, pupils, including the more able, show an interest in mathematics and concentrate well on their work. At present, however, many work too slowly and consequently, do not do enough examples of each type of mathematics to consolidate their understanding. Teachers often ask pupils to work in small groups and pairs when working in mathematics. Whilst this is very positive in many cases, there is a need to ensure that there is good reason for this approach because there are some instances where pupils could work more quickly and complete more if they were working alone.

73. Pupils with special educational needs at Key Stage 2 make satisfactory progress. Although their learning is affected by the same factors as other pupils, they are provided with good quality personal support from the teacher and from learning support assistants. The current arrangement whereby some pupils in Year 4 receive extra help by working in a smaller group once a week is also assisting these pupils to make sound progress. Homework is well used to extend pupils' learning. Homework has been the focus of recent, very productive work by the subject co-ordinator and this has made sure that it contributes well to the progress made by pupils.
74. Mathematics has been well led during the relatively recent introduction of the National Numeracy Strategy. The co-ordinator has, through good monitoring of teaching and learning in mathematics, gained a clear picture of the current quality of mathematics education in the school and how this needs to be improved. The development of mathematics teaching has been identified as a priority in the current school development plan. Good use has been made of very good assessment procedures to set appropriate targets for pupils' individual attainment and to identify areas where pupils' performance needs to be improved, including the raising of standards in mental mathematics. There are obvious effects of this work in the improving standards in Key Stage 1, but effects are less evident in Key Stage 2. Overall, the mathematics curriculum offered to pupils is broad and balanced and there are opportunities for pupils to apply their skills in other subjects. These opportunities are, however, largely un-coordinated and consequently opportunities for the reinforcement of recently learned concepts in mathematics are sometimes missed. There is currently insufficient planned use of ICT in mathematics.

SCIENCE

75. Inspection evidence shows that standards in science are good at the end of both key stages. This represents a similar picture to the last inspection report. Pupils in Key Stage 1 are attaining well and achieving standards above the expected levels. This is in line with the 2000, end of key stage teacher assessments. Pupils know that they need to make a test 'fair' when undertaking investigations. As a result of good teaching, they understand and recognise factors that might affect their test. When measuring the speed of ice melting, for example, the majority of pupils in Year 2 knew that the amount of ice, or where they put it, might make a difference. Pupils in a Year 1 group confidently predicted when heat would cause permanent change. The majority of pupils made good use of their speaking skills and later their writing skills to record their findings.
76. At the end of Key Stage 2 in 2000, pupils achieved average levels when compared nationally and with similar schools. Year groups are relatively small, however, and there is variation between years. The evidence from inspection shows that pupils in Key Stage 2 make good progress and increase their knowledge and understanding well. The pupils currently in Year 6 are attaining good standards, are achieving well, and are well placed to exceed expected levels by the age of eleven. Pupils' in a mixed-age Year 3 and 4 class, for instance, developed and extended their understanding of a fair test by experimenting with a range of materials to find out which one carried sound waves most effectively. Pupils in the mixed age Year 4 and 5 class begin to understand cause and effect, for example, of exercise on the heart and circulation of blood. By the end of the key stage, pupils successfully apply previously gained knowledge to a current task.

They were able to do this when discussing the most efficient way to carry out an experiment to show the relationship between the mass of a falling object and the air pressure acting on it. They were then able to produce a line graph to emphasise their findings in the most effective way. Pupils have good scientific vocabularies and use their speaking skills to good effect.

77. The quality of teaching is good at both key stages and consequently, pupils make good progress in their learning. Lessons are well planned and pupils respond enthusiastically. The detailed scheme of work effectively supports teachers' planning and ensures good coverage of the programmes of study. Good procedures are in place for assessment and a new assessment sheet is currently under review in Key Stage 1 to further improve the process. This good assessment enables teachers to build successively on pupils' attainments and ensures the good progress made. The teachers provide good opportunities for pupils to build on their earlier learning.
78. Most lessons involve practical, investigative science and this has a good impact on standards, particularly for the most and least able. Teachers manage resources well and provide the pupils with a number of choices when investigating. This encourages scientific thinking and independent working and improves the quality of the learning. The teachers have good subject knowledge and enjoy teaching practical science. They have a particular skill in questioning and the pupils respond confidently. This practical approach to teaching is a strength that quickly makes pupils into 'scientists'. Most pupils by the end of Key Stage 1, for instance, can predict the outcome of an experiment accurately as well as carry it out sensibly. Teachers give pupils good opportunities for writing in science and, due to the above average standard of written English in the school, recorded work is of a good standard. There is, however, limited use of mathematical skills in science because teachers do not specifically plan and highlight this link. There is little evidence of ICT being systematically used to support learning in science. These are weaknesses to be addressed.
79. Science is well led. Through regular review of teachers' planning, pupils' books and some observation of teaching, the co-ordinator has good knowledge of the quality of education being provided. Through this, she is able to provide support as required. The subject policy is in need of revision, as it does not fully take into account all the new initiatives. The co-ordinator is aware of this weakness and is currently reviewing the document.

ART AND DESIGN

80. Standards throughout the school in art and design are in line with the national expectations and progress is satisfactory but could be better. Standards are similar to those at the time of the last inspection. Not enough pupils are achieving higher standards. Like other pupils, the pupils with special educational needs make sound progress. It was not possible to see art and design taught during the inspection due to the timetabling arrangements. Information was gained from the planning documents, the displays around the school, the school collection of completed work and pupils' sketchbooks, but most of all from talking to pupils in Years 2 and 6.
81. Pupils throughout the school have sound opportunities to explore a range of art and design activities. The scrutiny of work showed that pupils have experience of a wide range of techniques and have worked in an appropriate range of media, including clay. Less time is allocated to the teaching of art and design than in many other schools. Whilst there are examples of work of a satisfactory standard, particularly the self-portraits at Key Stage 1 and the 'dimensional' drawings of containers at the end of Key Stage 2, the sketch-books and other work do not show a secure development of skills and this reduces overall learning. A more consistent approach and more time for the teaching of skills is required across the school. Teachers are, however, successful in linking art with other subjects. Art is used effectively to support learning in history particularly at Key Stage 2 where pupils enrich their study of the Tudors, the Egyptians and the Ancient Greeks by illustrating their work. At Key Stage 1, observational drawings of The Three Bears

appropriately support work in literacy. At both key stages, pupils have good opportunities to use art and graphics programs in ICT lessons. Pupils in Key Stage 1, for example, were creating good quality Christmas cards. The impact of teaching is satisfactory overall.

82. The co-ordinator is knowledgeable about the subject and provides satisfactory leadership. She has provided a satisfactory range of in-service training for staff and opportunities to take part in workshops. These have increased the teachers' skills and improved the opportunities for pupils to work in different styles, textures and media in art and design.

DESIGN AND TECHNOLOGY

83. There has been an improvement in standards in design and technology since the last inspection. The majority of pupils across the school now attain standards that are above those expected nationally. Pupils make good progress in their learning and there is clear development in the teaching of skills across the school. It was possible to observe only one lesson in each key stage but there was a significant amount of evidence of current work in every age group, all of a good standard. Interviews with pupils at the end of both key stages, discussions with the co-ordinator and work sampling all support this judgement.
84. By the end of Key Stage 1, pupils have developed good skills in designing, making and finishing their models. When making, they choose thoughtfully from a wide range of materials provided, including paper, card, textiles, reclaimed materials and construction kits. They draw clear sketches and list the materials needed, for example, to complete their puppets. They know how to stitch and show good fine co-ordination skills when using a running stitch to complete their puppet. They discuss articulately how they evaluate and make simple improvements to their work, such as adding features to their puppets. During the inspection, the youngest pupils confidently chose the ingredients for a fruit salad, and with help, drew up lists of healthy foods.
85. By the end of Key Stage 2, pupils practise and extend their skills in designing and making, in part, by successfully applying knowledge gained in other subjects. In Year 3, for example, pupils learn about a vacuum and about hydraulic pressure through their 'pop up toy' design. Pupils record each stage accurately and make good use of their language skills. When discussing the stages of bread making, for example, Year 6 pupils made good use of their skills in mathematics, ICT and history. They drew on former knowledge to explain the importance of yeast and used the Internet to search for source material. In turn, their progress in subjects such as English, mathematics, history and science is effectively promoted through design and technology.
86. The quality of teaching observed was good and this was further borne out by interviews with the pupils, who clearly enjoy and learn from the tasks set. The subject is planned well with a good emphasis on the teaching of skills. The teachers have good subject knowledge. They have a clear understanding of the stages of designing, making, evaluating and improving and they successfully show pupils how to apply this process to their own work. Pupils, consequently, understand the stages of the design process and its outcomes. They have a clear knowledge of the importance of producing sensible and workable products. Teachers use questioning well and the informal discussions and ongoing evaluations given in lessons have a good impact on the overall learning. Due to the good teaching and the interesting and challenging tasks, pupils concentrate well, levels of co-operation are very good and this adds to the pupils' ability to learn. The good quality of the work and teaching seen shows that the subject has received good leadership.

GEOGRAPHY

87. Pupils at both key stages make satisfactory progress over time and the majority achieve appropriate standards by the end of Year 2 and Year 6, irrespective of their gender, prior

attainment, or social circumstance. At Key Stage 1, this is a similar situation to that found in the previous inspection, but at Key Stage 2 this marks a deterioration of standards among the older pupils who were previously judged to be better than average. It was not possible to observe lessons in geography, so evidence was gathered from talking with pupils, completed work and teachers' planning.

88. Pupils start Year 1 with an appropriate geographical knowledge and understanding. They receive a suitable range of experiences that enable them to build on these firm foundations and further develop their geographical knowledge and understanding. Much of the work has a strong link with environmental education and pupils are set a number of key issues for discussion. They have a good awareness of the importance of recycling materials and understand different ways in which traffic can be calmed and made safe when it enters the school grounds. Much of the most effective learning is achieved when pupils are set questions about local issues that are illustrated by fieldwork in the local area. Pupils complete traffic surveys and have studied different sorts of buildings near the school, discussing their use and deciding whether or not they enhance the area. Pupils develop an appropriate understanding of the similarities and differences between different places by following the adventures of 'Barnaby Bear' as he travels to different foreign locations.
89. Pupils at Key Stage 2 develop an appropriate understanding of the local area and complete a number of different surveys and extended studies in the local area. These include surveys of traffic movements through the village, linked to a unit of environmental geography dealing with the proposed construction of a by-pass and its possible impact on the local community. Pupils in Year 5 have also completed a detailed general study of rivers and the River Yealm in particular. Some suitable opportunities are provided for pupils to gain an appreciation of other places and they develop an appropriate knowledge of maps. Most pupils in Year 6 can use four and six figure co-ordinates accurately to locate and identify features on Ordnance Survey maps. Other geographical skills, for example the ability to compare and contrast life in different environments, are less well developed.
90. The quality of teaching and learning is satisfactory overall. Work in geography is effectively linked to literacy, through discussion and written descriptions, to mathematics, through the generation and manipulation of data. Pupils are beginning to use ICT in geography lessons. In Year 6, for example, have made suitable use of the Internet to conduct their own research into the geography of Plymouth. These links between literacy, mathematics, ICT and geography are, however, not made explicit in the planning of the subject and therefore opportunities are not always fully exploited. The time allocated to the teaching of geography is less than in other schools. Pupils are not given sufficient opportunity in class to develop their geographical skills, for example to make a written record of the geography they have undertaken. Thus, opportunities are missed to learn geographical skills and knowledge and consolidate literacy skills. Work in geography is enhanced by a number of well-planned field excursions, including a residential expedition to the North Cornwall coast, and this makes a positive contribution to the personal development of the pupils.
91. Leadership in the subject is satisfactory. The co-ordinator has some understanding of the relative strengths and weaknesses of the subject. The school has adopted the Qualifications and Curriculum Authority scheme of work, but has yet to adapt this scheme to meet the individual needs of the school and its community, particularly in planning how work in geography will be recorded. The co-ordinator manages physical resources effectively and provides good informal support to his colleagues.

HISTORY

92. Pupils at the end of both key stages attain good standards in history and this is an improvement since the time of the last inspection. All pupils, including the more and less able, have a particularly strong understanding of historical skills. By the age of seven, pupils understand how to find out about the past. They know that they can get information from books, from older people and

through looking at old objects. They understand that people in the past lived differently and can make simple comparisons. They were able, for example, to describe ways in which Victorian Christmas cards were similar to present day cards, but also knew that the colours used in the cards were those favoured at the time and differed from the full range of colours used today. They know facts about some people they have studied, for example the main events in Guy Fawkes' life and the main historical reasons for the Gunpowder plot. Their knowledge of lives of people and events from history is, however, more limited than their understanding of historical skills.

93. By the age of eleven, pupils, including those with special educational needs, have very good understanding of historical skills and concepts and how to apply these to their own learning. Their knowledge about facts from different periods of history is less well developed, but overall standards in history are good and pupils attain well. Pupils are able to talk eloquently about how and why a particular thing has changed over the periods of history they have studied. They can, for example, describe the ways people dressed in Egyptian, Tudor, Victorian and more recent times and relate this to factors such as the technology available for the manufacture of clothes. They understand that dress is also affected by common factors such as fashion. They have a good sense of chronology and can order periods of history, showing good knowledge of the time-scale involved. They show very good understanding of the nature of sources of information, knowing for instance that reports of events, even those written at the time, may be influenced by the opinions or needs of the writer. They are very clear about the distinction between fact and opinion. They know that some sources of information are more reliable than others and that there is a need to gather information from more than one source where possible. As in Key Stage 1, teachers allocate too little time for pupils to record their work in history. The lack of a written record of what they have done means that they do not have work to remind them of the facts about periods they have studied. Although more-able pupils also make good progress, their progress could be even better if planning at the beginning of a unit of work showed more clearly what these pupils would learn by the end of the unit.
94. Pupils in both key stages are well taught. Teachers have good knowledge and many are personally interested in history. This personal interest is communicated to the pupils, who are in their turn interested and inspired to learn. Teachers have good understanding of the need to use time well to teach pupils skills and understanding and there is good emphasis on pupils undertaking research. The activities that pupils are given are varied, motivating, and well matched to the age of the pupils. Pupils in a Year 2 class, for instance, were learning about similarities and differences as well as how to use information to research in order to make a 'Victorian' Christmas card. The mixture of direct teaching, research and practical activity created a well-balanced lesson in which pupils concentrated hard and learned well. In a Year 5/6 class, pupils designed a mummy case using source material and good interpretive skills to enable them to complete the practical task. Pupils' very good speaking and listening skills assisted them to complete this task to a good standard. As in Key Stage 1, pupils' interest in the task as well as their interest in history as a subject was a key factor in encouraging very good concentration, and very good progress was made in the lesson. In both key stages, teachers make use of the good school resources that are well supplemented by borrowed resources to provide source materials for the pupils to use. There is some use made of the Internet for research but the use of ICT in history is not yet consistently planned for and consequently opportunities for its use are missed.
95. Over each key stage, pupils are taught about the required period of history. Good use is made of visits to places of historical interest, for example Buckland Abbey. In this way, the curriculum is broad and well balanced. There has not been, however, a direct planned link made between pupils' work in literacy and their work in history. As a result, opportunities for developing pupils' writing skills in history are missed and the best use is not made of the stand alone extended writing periods to show pupils how what they learn in English is of use in history. Leadership in the subject has been satisfactory. The co-ordinator provides valuable support for colleagues by ensuring that resources are available and by maintaining an overview of planning. In the time

when school priorities have been focused on English and mathematics, the role has not been extended to monitoring of the quality of teaching or the consideration of developing links between history and other subjects. Development of the latter would improve the overall coherence of the school curriculum.

INFORMATION TECHNOLOGY

96. Pupils at Key Stage 1 make satisfactory progress overall and the majority are on course to achieve satisfactory standards by the end of Year 2. Most have better than average skills in word processing and broadly average skills in other aspects of the subject. This is a similar situation to that suggested in the previous report. Pupils of lower prior attainment make good progress, but there are some more experienced pupils who, although they make good progress, do not make the progress of which they are capable. Pupils can use the computer to store and share information in both words and picture form and most can already evaluate, review and change their work as they go along. Pupils in the Reception and Year 1 class can all use a keyboard to write a simple message. Most can put capital letters into their work and use the space bar to put spaces between words. Pupils in the Year 2 class can all load and use the range of facilities available on an art and graphics program and they used these to create very effective Christmas cards containing both pictures and words. These cards showed a very good awareness of how to use and change size and colour, to fill spaces with colour and how to use 'text boxes' to add words to the picture. Pupils have had some experience of data handling and control technology. Most are able to use technology to make things happen, for instance when using a programmable robot. Pupils talk confidently about their experiences when using computers and have a good awareness of the variety of uses for computers in their lives.
97. Pupils at Key Stage 2 are currently making rapid progress from a low base, but many in the Year 5 and 6 class have had only a very limited range of experiences and are unlikely to reach an appropriate standard by the time they leave the school. Most pupils in the current Year 3 and 4 class are likely to achieve Level 4 by the time they reach the end of Year 6. They generally have a good knowledge and understanding of word processing and are attaining appropriate standards when using graphics. They have had little experience of data handling, however, and most are working only at the level expected for Year 2 pupils. Pupils in the Year 4 and 5 class can use simple word processing programs to write and present text in different ways and to add both their own and prepared pictures from other programs. Most load and run programmes and can save and retrieve their work without help. They have been given suitable opportunities to use e-mail and most can use this with appropriate skill to receive and send messages. Pupils in the Year 5 and 6 class have good word processing skills and have had some limited experience with giving instructions to move a 'robot' around the computer screen. Pupils have used ICT to make a simulation of the school playground but have received limited teaching in this aspect of ICT and their attainments are below those expected. Pupils use e-mail with suitable confidence and can access quickly the information contained on various CD-ROMs. They have had insufficient experience, however, of using computers to organise, display and analyse data, including the use of spreadsheets or of controlling models or other devices with a computer. In these aspects, statutory requirements have not been met and attainment is consequently too low.
98. The teaching of the subject is satisfactory overall and in many of the lessons observed in the well-equipped ICT suite, it was good or very good. Teachers have taken good care to become familiar with the aspects of ICT they are currently teaching. They plan and prepare well overall but, although the school has recently introduced a formal system for recording the progress and attainment of individual pupils, this has not had time to make an impact and not all of the work set takes into account factors like the significant experience of ICT some pupils have from the use of computers at home. As a result, some of the higher-attaining pupils make less progress than they could. Pupils with special educational needs are effectively provided for and most make appropriate progress. There remains some insecurity amongst the staff about other aspects of the

ICT curriculum. This has been identified by the subject co-ordinator and the school is about to make use of the training offered by central government to remediate this.

99. Pupils enjoy working with computers and try their hardest to complete, to the best of their ability, the tasks set by teachers, and this enhances their progress. Pupils are well managed and the restricted space available is well used in lessons. In their turn, pupils share equipment sensibly and behave in a very mature way when asked to work in pairs or larger groups and this permits them to make maximum use of the time available to them. Teachers take care to ensure that pupils have opportunity to reflect on what they have learned in a lesson and pupils are very pleased with the recent significant improvements in their levels of skill. Many pupils take advantage of the opportunities provided to take part in the computer club. Priority for membership of this popular club is sensibly given to pupils without computers at home. This makes a positive impact on the standards achieved by those who attend.
100. An appropriate curriculum is now in place and, given time, should ensure that pupils will, in the future, leave the school with a suitable range of skills. Currently, however, too few opportunities are provided in most other subjects for pupils to apply their ICT skills in meaningful situations and most of these subjects do not contribute sufficiently to pupils' ICT capability. The subject has had sound leadership. The subject co-ordinator and headteacher are aware of these relative weaknesses and the identified shortcomings are detailed for action in the school development plan. The resources in the ICT suite are of a good quality, but are underused. The school is aware of the need to provide better opportunities for pupils to access this equipment throughout the day. The co-ordinator monitors teachers' long and medium-term planning, but has not yet had opportunities to monitor quality and standards in other classes other than her own in order to identify weaknesses or to share good practice.

MUSIC

101. Pupils make good progress in music throughout the school and by the end of Key Stage 1, they achieve standards that are above national expectations. By the end of Key Stage 2, standards remain above expectations. The school has improved its position since the last inspection when standards were judged to be in line with expectations in both key stages. Pupils with special needs make good progress in line with their ability.
102. Music making in lessons is good. In Key Stage 1, when younger pupils explore the expressive use of sound, they are clear as to why a tambour is not a suitable instrument to send a baby to sleep. They decide it will make a good accompaniment to 'The Grand Old Duke of York', because the banging sound is like the marching of feet and they enthusiastically demonstrate this. They thoughtfully choose sleigh bells to accompany a lullaby because they make happy, gentle sounds. Older pupils respond well to changes in pitch. They create and follow long and short, high and low, and soft and loud patterns. During lessons they improve their knowledge of rhythm and beat, through a good use of body percussion, voice, and tuned and untuned instruments as they compose their own simple melodies.
103. In Key Stage 2, younger pupils build on previous knowledge well. They show good understanding of how sound is carried by vibration. They listen well to the sounds that various instruments make and identify those with long or short sounds. They follow in sequence, with their own chosen instruments, passing sounds back and forth around a circle, keeping a good rhythm and a steady beat. One group described accurately why they chose certain instruments to illustrate their story of the spider catching the fly. Older pupils are competent music makers. One group described how they delved into the box, chose instruments with Spanish 'feel' to create a composition, and incorporated the elements of rhythm, beat, dynamics and pitch in a cyclic pattern. They added maracas and shakers to create just the right sound. They agreed they were unsuccessful at first in setting one rhythm against another to make it more interesting, but they continued to make

changes until they got it right. All groups listen very well to the performance of others and they make relevant suggestions as to how compositions can be improved.

104. The quality of teaching is good overall. There is no music specialist at the school. Despite this, the different aspects of music, including singing, are well taught. Teachers have worked hard to improve their subject knowledge and are willing and successful in 'having a go' with all aspects of music teaching, combining the elements effectively and teaching skills well. Some teachers still lack confidence in their own ability to teach music but they are well supported by good quality planning which impacts successfully on pupils' learning. Relationships are very good and music making is conducted in an atmosphere that encourages pupils to join in and feel secure in their learning. The pace of all lessons seen was good, which motivated and excited the pupil's interest so that they were reluctant to stop at the end of lessons. There are, however, occasions when the profile of music could be further raised in the school, particularly in assemblies. Pupils in Year 5 and 6 say, for example, that they often used to discuss the chosen music for assembly and a card was put up to remind them of the composer's name. They say they enjoyed this and regret that it has stopped.
105. The subject is well led. The co-ordinator is enthusiastic and well organised. She recognises the difficulties in raising the standard of music teaching without any specialists on the staff but works hard and effectively to do so. She has a small amount of time out of her class to monitor teachers' planning and is aware that regular assessment to ensure progression of skills and knowledge is an area for further development. She has recently introduced a record sheet of pupils' attainments to make a start towards this. Opportunities for extracurricular music are limited to one lunchtime recorder session, but some opportunities are offered for instrumental playing and these contribute well to the overall provision for music education in the school. Pupils enjoy special events such as end-of-year concerts. Resources are very well used to ensure that all pupils are fully engaged in practical music making.

PHYSICAL EDUCATION

106. Observed standards in physical education were above the national expectation at Key Stage 1 and are in line at Key Stage 2. It was possible to observe lessons only in indoor games in Key Stage 1 and gymnastics in Key Stage 2 during the inspection and therefore it is not possible to judge standards in all areas of the curriculum. Planning shows that pupils have access to a wide curriculum including dance, gymnastics, sports and swimming. By the latter part of Key Stage 2, all pupils can swim at least 25 metres. There is a good range of sporting activities, which have developed from the useful in-service training sessions organised by 'Top Sport'. These involve suitable competitive sports with other schools. There is a good range of extracurricular sporting activities, including a table tennis club run at the community centre, which is attached to the school. Most Key Stage 2 pupils take part in one or more of these activities and the activities extend the curriculum well. At the time of the last inspection, standards were good at Key Stage 1 and satisfactory at Key Stage 2.
107. The quality of teaching seen at both key stages was good. Pupils learned quickly and made good progress particularly at Key Stage 1. The pupils in Year 2 showed themselves able to throw and catch a ball and to hit a ball with some degree of accuracy. The teachers provided challenging activities and introduced an element of competition to ensure that effort was sustained. The pupils greatly enjoyed these physical activities and put a good amount of enthusiastic effort into them. This effort ensured that they improved their skills. At Key Stage 2 pupils made satisfactory progress overall. The teachers made some good use of demonstration and this had a good impact on improving performance. Pupils in Year 5 engaged in good quality group work and developed good sequences of movements that involved balancing, stretching and jumping, as well as slow and quick movements. Pupils were very well behaved and co-operated fully with the teacher's instructions and this enabled them to make the most of their physical education lessons. The

learning support assistants gave good support to pupils with special educational needs and ensured that pupils with physical difficulties were well integrated with the rest of the group.

108. The co-ordinator provides good leadership. He has had a good impact on raising the profile of physical education in the minds of the pupils and parents, particularly through the wide range of sporting and extra curricular activities on offer. There is an appropriate scheme of work and a more generous allocation of time than in most schools. The school has good resources and has benefited from gifts from local businesses. The school hall, which is shared with the community, provides very good accommodation and is used well.

RELIGIOUS EDUCATION

109. Few lessons could be seen during the inspection. Evidence was gathered from teachers' planning, talking to pupils and scrutiny of a small amount of completed work. Attainment in religious education in Key Stage 1 is in line with that expected in the locally agreed syllabus for religious education. In Key Stage 2, it is below this expectation. This is largely because religious education is not taught frequently enough and the time spent on it in both key stages is insufficient for pupils to make the progress of which they are capable. The provision for religious education was criticised on the same grounds in the last inspection report. The school has not responded sufficiently well to these criticisms. Pupils with special educational needs make progress in line with other pupils in their year groups.
110. Currently pupils are taught in blocks of five weeks each term. Within this pattern, there is a relatively low time allocation. Discussion with pupils in each year group shows that much old learning is lost. Although recall of immediate work is quite good, pupils have difficulty recalling work covered in previous terms. This has a particular impact on overall attainment at Key Stage 2.
111. Overall, teaching is satisfactory in Key Stage 1. During the inspection, younger pupils in Key Stage 1 were given good opportunity to explore the real meaning of Christmas and they recalled the Christmas story well. Able pupils have very good knowledge of the life of Jesus and offered thoughtful opinions as to why certain things happened. Suitable methods are chosen to teach these young pupils some difficult concepts. Groups of pupils, for instance, engaged enthusiastically in independent, meaningful role-play to create their own version of the Christmas story. During this activity, they discussed character and plot in a very mature way. Pupils with special needs within these groups are well supported by other pupils to enable them to play a full part. Teachers give good emphasis to an understanding of the traditions of other faiths. When older pupils in Key Stage 1 were given opportunity to brainstorm special celebrations that they knew, they were able to talk about Divali as well as about birthdays and weddings. They are encouraged to clearly record their own views in their writing, for example on the celebration of harvest. Pupils are also taught to identify similarities between religions and they were able to do this when talking about the significance of a christening in the Christian faith, comparing this with the Sikh naming ceremony.
112. Although good teaching was observed during the inspection, the impact of teaching on pupils' attainment is unsatisfactory overall in Key Stage 2 because the subject is taught too infrequently. What is planned is taught well and pupils have good understanding of the work covered at that time. Younger pupils in Key Stage 2 have, for example, a clear understanding of the significance of Advent in the Christian diary. They know that symbols, such as lighting a candle, communicate a message and offer various explanations for their significance, such as 'people believe Jesus will take away the darkness from the world'. Pupils are secure in their current study of Judaism. They are less secure in their knowledge of Christianity. They recall familiar Bible stories, but they say they know these mainly from home or church. Older pupils also talk well about current work. They have, for example, good insight into the origins of Judaism in the life of Moses. Overall,

however, because of the limited time spent on the subject in class, they have unsatisfactory knowledge of Christianity and other faiths and, in discussion, mix up special celebrations, books and events.

113. Pupils are eager to discuss current learning, but their enthusiasm is dampened when they are unable to recall work previously covered. They are sometimes vague in their comments, asking each other to remind them what they did last term. This is because planning does not provide for a balanced programme of work over the year, which is regularly assessed to ensure the progressive development of skills and knowledge over time.
114. Leadership is unsatisfactory. There has been too little development of the subject since the appointment of the new co-ordinator. The previous subject co-ordinator correctly identified that teachers lacked confidence in teaching religious education and had begun to develop a scheme of work to attempt to support teachers and to raise the profile of religious education in the school. This scheme of work provides well for the study of Christianity and other major world faiths. It is well linked to the requirements of the locally agreed syllabus, but lacks the specific detail to give good support to the planning of those teachers whose subject knowledge is insecure. It is, as yet, unfinished. The lack of subject knowledge and confidence on the part of teachers has yet to be addressed. Books are plentiful, but there are few other resources, such as religious artefacts, pictures and computer programs for personal research and this limits progress. Good use is made of visitors, such as the local vicar, to extend the curriculum provided.